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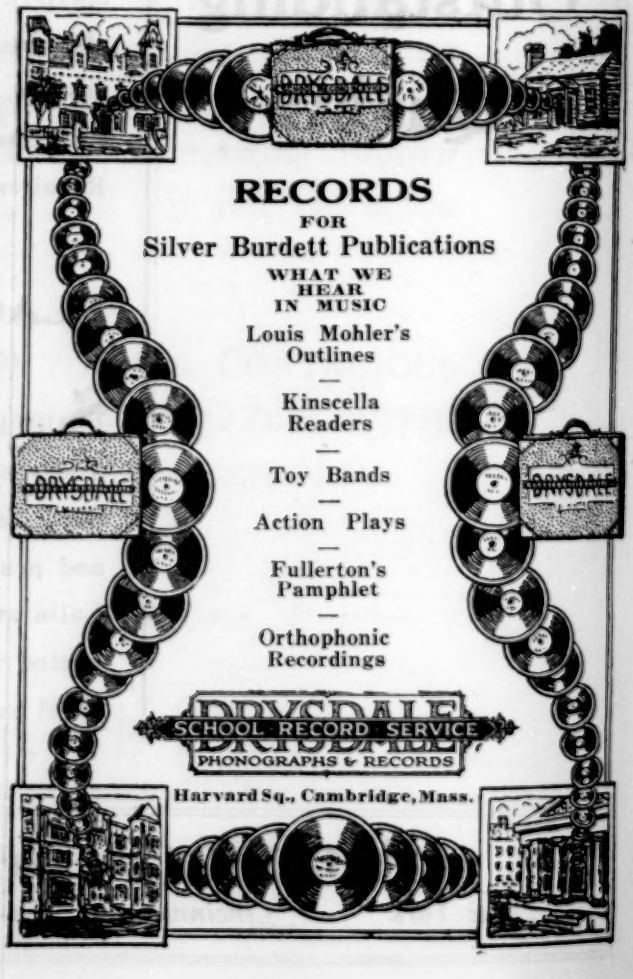

# JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

CONTENTS FOR SEPTEMBER 2, 1929

EDITORIALS:—
An Approach to Literature 127
Leadership in Play 128
The World Federation 128
N. E. A. Budget 128
Frank Cody at Atlanta 128
Classroom Teachers 128
St. Louis Reorganization 128
K. N. Washburn 129
Handicapped Children 129
Boy Scout Jamboree 129
Florence Hale at Atlanta 129
Scouring Worms 129
Christopher Robin 130
Shallow Planting 130
J. C. Brown's Opportunity 130
Retardation Problem 130
Writing Verses 130

BELDING'S PAGE 131
Pupil Ethics 131
A Lesson in Peppersass 131
Per Aspera ad Astra 131

HELPING COLLEGE STUDENTS TO HELP THEMSELVES 132

LOVE UNREQUITED (Poem) 135
By Marion G. Goddette

GARDENS IN NATURE EDUCATION 136
By David A. Ward

PSYCHOLOGY OF THE CRIPPLED CHILD 137
By Professor Charles M. Elliot

SCHOOL TAX LEAGUE 138
By A. E. Winship

PUBLIC SCHOOL COSTS 138

EDISON TEST 138

ARE CHILDREN APES? 140
By Arthur Dean

EDUCATION IN ACTION 141

TREND OF THE TIMES 143

THE BOOK TABLE 144

GRINS BETWEEN GRINDS 145

JOURNAL MAIL BAG 146

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# EDITORIALS

## An Approach to Literature

ONE of the fascinating texts of the year is Dr. Hoxie Neale Fairchild's "An Approach to Literature" (Prentice Hall, Inc.).

There are some books that owe their chief value to virtues of omission rather than commission. It is their wise self-limitation to the few large, vital truths, and their presentation of these in a simple, convincing, friendly but not condescending manner. It may be all right to sit at the feet of Gamaliel, but that position means looking up to Gamaliel—or Gamaliel's looking down, and perhaps bending down, to you. And today's young people, of whatever age, want to work with, and not under, Gamaliel.

But how many Gamaliels have the divine ability to work with, not over, young people? How many are still young at heart, and how many—like a Dana or a Gray—a Copeland or a Robinson—can put into a book their humanness as well as their scholarship? And, most of all, through the book infect others with their own love of the subject?

This little book of Professor Fairchild's is easier to appreciate than to review. We have tried to express our feeling for it rather than our reasoned opinion of it. Perhaps we can put it in another way by saying that if we were a high school teacher of English, or a teacher of college freshmen, we would be strongly tempted to put this modest book into the hands of our students and leave them and the book strictly alone together.

If they did not get from the book a real love for the right things to read—things of today as well as the revered and sometimes severe, not always exciting classics—and an active distaste for the cheap and tawdry, and if they did not get to know why this was right and that was wrong—then we would pass them up as hopeless.

We found it actually interesting to read. Its occasional flashes of humor are none too common in textbooks. But this is an uncommon textbook.

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We are using in this issue a remarkable account of the plan of E. W. Davis, of Avoca, Iowa, for so financing college students as to promote personal character and business ability while achieving an education.

## Leadership in Play

WORK-STUDY-PLAY is more than a catchy phrase which slips from the tongue trippingly.

There is no school or school system now that does not have some emphasis upon out-of-school work of boys and girls. The word project means work.

Play is recognized as a universal activity of children. Leadership in play is a notable industry or profession. There are twenty thousand employed in public recreation alone. Cities, small towns and even rural districts have leaders in recreation. The Sixteenth National Recreation Congress to be held in Louisville, October 14-19, will make "Leadership in Play" as the general theme of the six days.

The special topics are suggestive, such as "Leadership for Parties, Picnics, and Stunt Programs," "What Are the Special Problems of Leadership for Camping and Hiking?" "What Is the Recreational Leader's Responsibility for Research?" "How Can Recreation Leadership be Obtained from Janitors?"

There are twenty-two of these somewhat general topics, of which several have special sub-topics.

## The World Federation

THE third biennial meeting of the World Federation of Educational Associations in Geneva was a real triumph of international educational devotion. In nothing was this more noticeable than in the re-election of President Augustus O. Thomas as president, C. H. Williams as secretary, and Walter R. Siders as manager of finance. There is always a question as to the wisdom of having all the chief executive officers from the United States, but the notable efficiency of these leaders is universally recognized. The success of Mr. Siders as a money raiser gladdens the heart of everyone.

## N. E. A. Budget

ONE of the notable departures of the National Education Association the past year has been the functioning of the Budget committee with Dr. Joseph Rosier as chairman. This committee has a responsibility never before assigned to any committee. It has direct oversight of all expenditures of the Association, and Dr. Rosier's capacity for administering affairs and the group of efficient associates have had much greater responsibility than ever before, as it has had to plan for an expenditure of about a third of a million dollars in addition to half-a-million dollars usually requested. Dr. Rosier has demonstrated a remarkable ability and a professional spirit rarely combined.

## Frank Cody at Atlanta

FRANK CODY of Detroit, president of the Department of Superintendence, held sessions of the department at the meeting of the National Education Association the same as other departments. Just why this has not always been done is not clear. It eliminates any suspicion that there is a rivalry between the Department of Superintendence and the other departments. Mr. Cody has always been especially active in the National Education Association, and the Atlantic City meeting in February will have a distinctly National Education Association flavor.

---

Robert Gordon Sproul will succeed Dr. W. W. Campbell as president of the University of California on July 1, 1930. He is now vice-president and comptroller of the University. This is present tendency of promotion within the system.

## Classroom Teachers

THE Department of Classroom Teachers of the National Education Association, Miss Agnes Winn, executive secretary, headquarters with the National headquarters, 1201 Sixteenth Street, Washington, D.C., is of inestimable value to the Association, financially and otherwise. In no other way does the Association function personally as it does through the Department of Classroom Teachers.

This service has been cumulative in geometrical ratio for the past five years, and under the presidency of Mrs. Edith B. Joynes of the Commercial Department of the High School, Norfolk, Va., it has broken all records. She was allowed all the time desired for this service by the Norfolk School Board. She held personal conferences and made addresses in thirty-eight cities in twenty-one states.

---

The superabundance of professionally-trained teachers is a wholly new experience for the New World.

## St. Louis Reorganization

FOLLOWING the retirement of John J. Maddox as superintendent of St. Louis the first act in the reorganization was the selection of three assistant superintendents, Miss Lottie B. Earnst, who was demoted three years ago to a grade school superintendency; T. E. Spencer, principal of the Vocational School, and former director of reference, research, and publicity, and J. Lewis Purdom, principal of the Harris Teachers College. The salary of an assistant superintendent is $8,000. There are now five assistant superintendents. Henry J. Gerling is acting superintendent.

## K. N. Washburn

THE passing of the treasurer of the G. and C. Merriam Company is of exceptional professional as well as personal interest. He was recognized as an unusually efficient business man for more than half a century, first with Ivison-Blakeman Company of New York, and for forty-four years in the promotion of Webster's Dictionaries. To those who knew him intimately he was always a professional educator.

We know of few men now active in education who were as loyal and ardent friends of professional education, especially of the National Education Association, as he always was for nearly half a century.

He was never a propagandist, never officious, but intensely in earnest. His genial personality made him a delightful companion and a noble champion of professional education.

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The Child Study Association of America (54 West 74th Street, New York) will hold conferences at Hotel Concourse Plaza October 15, at Leverick Towers, Brooklyn, October 22, and at Hotel Pennsylvania October 29.

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## Handicapped Children

JOHNS HOPKINS UNIVERSITY and the city of Baltimore have elaborate plans for a clinic for children who are mentally or physically handicapped. Superintendent David E. Weglein and Dr. Edward F. Buchner, Director of Education, Johns Hopkins University, have the confidence of the public which enables them to carry out plans such as this, which has behind it a large bond issue. The first director of this special education is J. Edward Wallis of Miami University, who has had wide experience in clinical psychology, especially in Pittsburgh and St. Louis.

---

## Boy Scout Jamboree

THIRTEEN hundred American Boy Scouts and nearly fifty thousand other Boy Scouts, representing sixty nations, in six thousand tents, at Arrow Park near Liverpool, were the greatest demonstration of the efficiency of the youth of the world that has ever been made.

When the Prince of Wales, representing the King, went to bed on a regulation army cot in one of the tents, such as the fifty thousand Boy Scouts slept on, he won the admiration of the world as in nothing else that he has ever done.

The Jamboree of 1929 will put the Scout movement into colleges and universities, will give a thousand cities of the world the expenditure of millions for buildings, playgrounds and parks. It will be the most extensive promotion of manliness that the world has ever seen. It is infinitely more significant than any Olympic contest has ever been.

---

## Florence Hale at Atlanta

FLORENCE HALE was not only the high woman on the Atlanta program, but was among educational leaders in every respect. No other woman, without office, has ever attained such national platform prominence as has Miss Hale. She never speaks without preparing herself as though it were the one effort of her life. She speaks on any subject as though it were the only interest she ever had. No other American educator has as brilliant a combination of masterfulness and cleverness. Her address on "School Gardens" was a wonderfully effective treatment of the subject.

"The child should know what it is to have a garden plot, however small, of his very own. He should know the joy of planting tiny seeds and homely bulbs, and seeing them grow into healthy plants with beautiful flowers or attractive vegetables. There is no greater miracle of which man may conceive than that out of these ordinary beginnings, radiant beauty shall come forth. The child plants the seeds excitedly, almost skeptically, they look so little and ordinary. He learns to select the right soil, he sees the part which sun and shower must have in the bringing to pass of his miracle. He knows the eager thrill when the first green shoots appear. He redoubles his care and keeps the weeds from choking his plants. And then, one day, when he comes to view his garden there is the blossom or vegetable itself. There is no earlier and better way of leading the child to understand the miracles of religion and to give him faith than to have seen all this come to pass before his very eyes."

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There are several interesting revelations in the state contestants for the Edison prize contest. The state winners came about equally from cities and country.

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## Scouring Worms

THREE days of scouring earthworms will make them more attractive as bait. They are transparent after they are relieved of the earth they have been eating, and a little milk has been added to their diet. They are livelier as well as more attractive to look at as they wiggle on the angler's hook.

Is it far-fetched to suggest that modern education is a better bait for the angler's line since it scours some of the traditional non-essentials out of the educational equipment and lightens and brightens the mental clearness with a little milk of human interest?

Education may not be as heavy as it used to be,

but it is more transparent, and the mind is much more alert because of useless earthiness that has been eliminated by the scouring.

## Christopher Robin

"CHRISTOPHER ROBIN," eight years old, is to children in the second and third grades what Babe Ruth is to junior high school boys, and Colonel Lindbergh is to senior high school boys.

A. A. Milne, his father, the poet and author, and E. P. Dutton & Company, Inc., have made a fascinating school reader, "The Christopher Robin Reader."

If there is any superintendent or teacher who is not acquainted with "Christopher Robin," he is to be pitied, and if he does not let second and third grade children know "Christopher Robin," it is not wise for us to say what we think of him.

## Shallow Planting

IT IS ONLY a few years since the University of Illinois discovered that an acre of corn will yield five bushels more if the seed corn is not planted as deep as it had been planted by everybody everywhere every year.

It was not easy to have the traditional dirt farmer think that the university professor could know more about planting corn than men whose ancestors had been planting corn in this country for three hundred years.

This suggests that we still have some educators who think that anything modern is shallow and cannot possibly produce as good results as though we went deeper into the past with our seed sowing.

The fact is that searching in the best schools of the day is really more productive than researching in the wornout past.

## J. C. Brown's Opportunity

THE most significant educational event of the year is J. C. Brown's acceptance of the superintendency of Pelham, New York, at a salary of twelve thousand dollars.

No one has better rank as a professionalist than has he. After notable prominence in Minnesota he accepted the presidency of the De Kalb State Teachers College at a critical time, and from the first demonstrated high administrative efficiency which attracted attention, which presented an important university presidency in the offing.

With masterful foresight he sees the prominence of city administration as the tempting field for educational service.

There has never been an equal opportunity. A growing residential city of twelve thousand population, a suburb of New York City, in a county that has never slowed down in educational progress. He will never hear a whine on taxes for schools; will never need to waste time educating the school board; will have no occasion to watch politics, and will have no friction in his teaching force. What a situation!

It will be an unprecedented inspiration to make the best schools in Westchester County where New Rochelle and Mount Vernon are prize winners; best in a state where the schools of Rochester, Buffalo, Binghamton, and Ithaca are famous.

From the word "Go" J. C. Brown is the leading man in education on the platform. What an opportunity!

## Retardation Problem

SUPERINTENDENT WILLIAM J. O'SHEA and the Board of Superintendents of New York City are making a heroic effort to reduce the cost of retardation. A survey is being conducted by the Board of Superintendents.

New York City, like all other large cities, is unable to find positions for all graduates of the City Teaching Training School, and the survey seeks some way to employ the surplus of graduates in the elimination of retardation, so there will really be no extra expense in employing the substitute teachers.

Atanato Montoya, State Superintendent of New Mexico, has a two-million-dollar scheme for ennobling the youth of that state through the public schools.

## Writing Verses

IN ALMOST every city in every state there are children who can write good verses and even compose good music. In Kansas City, Missouri, at the graduation exercises in one of the large elementary schools a girl of thirteen wrote the words for the class song, and composed the music.

Mary Ruth Moore of New Rochelle, N. Y., on her vacation at Belfast, Maine, wrote the following free verse on "My Nook," a tribute to the nook on the shore where she spent much of her time. It was not a school exercise, just a child's vacation fancy:—

"I know a nook,
'Way up on the mountain side,
And I and my book
Shall stay in that nook
And hear the rippling waters run
As onward they go
Out of the brook into the river below;
And out of the river into the bay
Into the ocean they flow;
And who knows?
A mermaid might be there,
For that is what I read
Out of my book,
In that nook,
'Way up on the mountain side."

# Belding's Page

*PUPIL ETHICS*

SOMEWHERE in "Tom Brown's School Days" there is a brief dissertation on the subject of stealing. The boys at Rugby had a habit of raiding chicken roosts in the vicinity of the school, and apparently thought whatever fowl they could get hands on was legitimate plunder. Yet they would not think of making off with a dead fowl from a market stall without paying for it—or having it charged.

Schoolboys have their own notions of what is honest and what is not. Often the line they draw is arbitrary. But in American public schools the standards of right and wrong are more or less hazy. Different standards prevail among different groups and with different individuals. Some scholars who would not steal chickens, either dead ones or live ones, do not hesitate to steal the work of another student, excusing themselves, perchance, with the reflection that all is fair in war, and regarding education as a war between teacher and pupil, with examinations and gradings as the foe's heavy artillery. If the enemy's guns can be spiked by cheating, it's all right. Or so they argue. And if other things can be successfully put over when the teacher isn't looking, it is considered proper for the same reason.

Where this attitude prevails, it indicates that something is wrong in the basic relationships of the school or classroom. The right conception of education as a task pursued together, with teacher as friend and guide, is sadly wanting. That conception comes hard to some boys and girls, especially those having an Old World background. But it is becoming more and more common, thanks to improvement in teacher attitudes and instruction methods.

---

*A LESSON IN PEPPERSASS*

OFFICIALS of the Boston and Maine railroad planned a very happy occasion when they rescued Old Peppersass, the original mountain climbing locomotive, from a museum, and reconditioned it to travel up Mt. Washington's famous cog railway as of yore. How sadly the event turned out, when the antiquated engine broke loose and coasted and tore down the incline, killing a photographer and injuring a dozen others, will be long remembered.

Old Peppersass was all right going up the mountain. The fatal weakness came to light in going down.

Youthful enthusiasm enables many a man or woman to chug merrily along up the slope to middle age. Then when life begins to slope the other way, it transpires that they are not prepared for the descent. First thing they know they are slipping cogs, rushing blindly, flying off the track and going to pieces.

Life has not only its long up grade and its down grade corresponding, but also its daily ascendings and descendings. Often the ascents, which involve toil and hardship and persistence, are more successfully accomplished than the descents, which look to be so much simpler.

Make sure of your brakes!

---

*PER ASPERA AD ASTRA*

HELEN L. NORBERG, sixteen, of New Era, Michigan, recently won for the second time the girls' health championship of southern Michigan. The award was made at the state college. The reason given by Helen for her triumph was that she ate the things she didn't like. She illustrated with carrots—a food which she abominated, but consumed nevertheless.

To most of us it has seemed at times that the one recipe for virtue of any sort was to avoid doing what one likes to do and to do whatever one does not like to do. Most children get this impression from the directions and prohibitions given them by their elders.

Life is not quite so unpleasant as all that, of course. The trouble is that adult leaders neglect the effort which would be required to suggest agreeable things which are virtuous or beneficial, or perchance to remind boys and girls of disagreeable things which are bad for them.

The value of special incentives is also to be considered. The girl who captured the health award needed only that prospect held before her to make her do what she ought to have done anyway. She does not say that the foods she didn't like continued to be unpalatable, and probably they did not. Too often the nose is turned up at the mere appearance of eatables which would not be bad at all if tasted. Children often come home from a visit with an acquired liking for one or more dishes they had flatly refused to try at the home table. The desire to be polite to a hostess was strong enough to pull them over the awful moment of tasting a suspected poison.

Helen Norberg did exactly what she wanted to do when she ate what she did not want to eat. Her eagerness to win a coveted award became the prevailing desire. Only a little scheming is required to make children and young people want what they thought they didn't want.

Anson W. Belding

*Associate Editor.*

# Help College Students to Help Themselves

[Plan of E. W. Davis, Avoca, Iowa]

JUST when the goal of a college education has become an almost universal ambition of American parents for their children, the cost of a college course has climbed clear out of sight of ordinary families. Parents who, when their children were born, began to save against their college years, read the frightening figures of "minimum estimates" issued by college authorities, ranging from $750 to $1,500 a year, or more.

To ease this situation, special scholarships and educational loan funds have sprung up within the colleges and in the hands of graduate bodies, until the Federal Bureau of Education finds that as much as $4,000,000 is loaned each year to students of 282 colleges. Besides that, 100 or more separate educational funds and the unlisted helpfulness of college clubs and individuals add greatly to the sums available for borrowing.

This organized aid to students has grown with great rapidity, often without much plan or principle except to help. Many students graduate from an expensive course with a heavy burden of debt. Oftentimes sizable loans are issued without specific understanding about payment. What is the effect upon the student of these loans of the long-drawn-out repayment, or the frequent failure to repay? The April, 1929, issue of The American Magazine, page 212, recites in detail an instance of over-extension of credit. In this university graduate's letter it was stated that a debt of $1,400 had been contracted over a period of four years at college. For three years since she has taught German at a salary of $21.50 a week, and is depressed under the burden, which is out of proportion to her earning capacity.

This undesirable contingency does not arise under the Davis Plan, which requires interim employment and repayment of loans. For example, a young lady, who had attended college two years, started teaching at the age of twenty in an Iowa rural school. In eight months, at a salary of $90 a month, in addition to paying for living expenses and clothing, a $20 dental bill, and $56 insurance premium, has applied $258 on a total school debt of $370, with her salary for the ninth month left for summer school work. With a contract to teach next year at $130 per month in a consolidated district, she can liquidate the balance of her school loan in three months. A third year of teaching will enable this student to return to college and finish a four-year course in Home Economics, without debt.

If the University graduate writing to "The American" had taught school at the end of the sophomore year, her debt could have been repaid, and she could have decided for herself whether or not it was worth her while to go on with the four-year course. It is without the realm of any person to determine whether or not a boy or girl can capitalize a college education.

A young man after two years in college began teaching at the age of twenty-five in Indiana, where there are eight months of school instead of nine, at a salary of $150 a month. Two years of teaching made possible not only the payment of four insurance premiums of $83 each and the expenses of two summer sessions of three months each, but he has been able to repay in full his college loan of $545. This student plans to teach a third year and finance himself for the balance of the four years required for his college diploma.

An essential principle of the Davis Plan is that a student should work for his education. It requires sandwiching in employment with education. Working between terms at college is doubly educational, it is held. A direct result is that the student reduces his financial burden as he goes along, so that he is not struggling under a heavy debt when he graduates.

The problem of getting money into the hands of the right type of student is giving concern to thoughtful administrators of educational funds. An Iowa citizen, who has given a great deal of thought to this question, has been working out an experiment in financing students through college. This system, known as the Davis Co-operative Educational Plan, directed personally by its founder, E. W. Davis, Avoca, Iowa, has now been operating long enough to show results that arrest attention.

The Davis Plan is operated as a revolving fund and assists about a dozen students a year. To date, sixty have been aided and a few of the earlier students are now financing others upon the principles they learned from its sponsor. A Business College student, who earns $80 a month, pays $25 on a loan for school tuition amounting to $160, and assists her brother in a pharmacy course at the rate of $20 to $25 per month. A Harvard College student is helping a North Dakota boy to secure a Ph.D. degree.

Mr. Davis' method is the same as that of a person making an investment. First, he tries to assure himself that the student has the capacity to profit by a college education, and that he has the industry, thrift and integrity to protect the loan and prove a worthy product of the investment. The loan is limited to necessities, and is issued only to supplement all other resources and the earning power of the student. The borrowing student pays interest on the loan from the beginning, and further protects the revolving fund against loss by a life insurance policy.

"Students appreciate most that for which they

strive," says the founder of this plan. "They must make an earnest effort under my plan. I have been amazed at the slackness with which many educational loans are repaid by student borrowers. Some students get loans without interest, part or all of the time. This may be all right for loans to missionaries, but it is inadequate training for the business world." . . . "Loans for one year or less are preferred," the director explains. At the end of the loan period a student is required to seek employment and repay at least part of the loan before a new loan can be considered. Not only the student's own success but opportunity for others in the waiting line depends upon good stewardship in the use of the money made available."

A very exceptional case under the Davis Plan is that of one student at Iowa State College, who completed a four-year course in engineering. He saved $350 before entering college. His savings from summers and two interim periods of three months each repaid $800 borrowed during the period of his schooling. He graduated owing for his completed course less than $100 above the loan value of his $3,000 insurance policy. Out of his loan he paid annual premiums for three years amounting to $272.

Under the Davis Plan the director endeavors to supervise expenditures for each loan. He requires that detailed expense accounts be submitted to him regularly. He discourages the spending of borrowed money for many unnecessary amusements and membership in social fraternities. These are luxuries in which a young man, while he is in debt, should not indulge.

Student borrowers are charged five per cent. interest while they are in college, six per cent. the first year out, seven per cent. the second year, and eight per cent. thereafter. The object of increasing the rate is to speed up repayment, so that the borrower may become financially his own man, and so that others may be helped under the revolving fund.

The businesslike relations which students have with him make a sound preparation for later business life, Mr. Davis believes. He expects his men NEVER to fail in matters of financial integrity.

He feels that social fraternities are luxuries. In a letter on the subject to students financed by the Davis Plan, he has explained his attitude.

"The director discourages the joining of these societies, particularly during the first year at college. He is decidedly opposed to a student's exhausting his energy that should be conserved for study and in some cases for earning at least a part of his living expenses, merely for the so-called social distinction of membership in one or more of the campus groups.

"Also he objects to a student's setting up and stressing a standard of living while in college that is out of keeping with that of his home life, and which he is not likely to be able to support upon leaving college.

"Further, he dislikes the system which requires conformity to action of the group to the detriment of individuality.

"However, since there are certain conditions under which a membership in a local social fraternity may be desirable, each case is handled on its own merits. As a result of his system of close supervision of his student's accounts Mr. Davis has accumulated a file of records that tell a remarkable story of the educational bargains still to be obtained, even in these high cost days, by earnest and frugal students in the Corn Belt country. His insistence on being close enough to visit the students restricts the scope of the Davis Plan to territory readily accessible to his residence.

His students are most likely to attend a State College, which makes a minimum tuition charge, or other colleges of modest fees. Many of these students have completed their college courses at less cost than official estimates of some Eastern colleges for a single year's expenses. Out of his own experience with hard-working students Mr. Davis puts a figure of $700 a year as the cost of attending Iowa State College, with no earning at school; but his star earner finished a four-year course with a net loan of less than $100. That thrift and work did not interfere with his studies is suggested by an average of 88 during twelve semesters. His type can market himself. His was a choice of positions in three states. He took one with the U. S. Government Engineers in Wisconsin, starting at $150 per month.

Indeed, Mr. Davis requires that a student shall have a high record before he shall be eligible for a loan. His method of selecting risks has given some results to point to with pride.

Investments in students have produced these returns:—

1. A young man who six years ago was a farm hand is now a professor of music at a college in Iowa.
2. Another who six years ago was a day laborer is now a school principal at $200 a month with promise of superintendency at the end of the third year of teaching in the same town.
3. A student who never attended high school in America made up his high school course and finished a four-year college course in dairying within five years. Once he was employed in a packing plant, earning 16½ per cent. an hour. Today he is secretary to the president of a dairy manufacturing company in Nebraska at $150 a month.

The list could be extended. The students, who borrowed when they were right down to hardpan in their educational struggles, now make their final repayments with news of positions as pro-

fessors, accountants and engineers. Some are earning monthly salaries larger than their yearly loans at college.

Though he insists upon the principle of short term loans to be paid up promptly out of early savings, Mr. Davis has not hesitated to stake larger sums for longer periods upon students who have proved their capacity.

Out of his first nine months' salary, a professor paid off $675 plus an insurance premium of $92 loaned him for a year's post-graduate course at Harvard. From her $200 monthly salary a country nursing supervisor from California sends regular installments to apply on the $1,400 loaned her to complete her four-year college course. Along with the payments comes a budget of news of her work in organizing mothers' classes in isolated mountain mining camps and looking after the nursing attendance upon 3,500 widely scattered school children of a hill district. Next year she will be an instructor at California State Teachers College.

Mr. Davis prefers not to take married men and he has made few exceptions.

One of the smaller loans under the Davis Plan perhaps had as great value in human salvage as the larger investments.

A nineteen-year-old boy, oldest of four orphans, began a two-year electrical engineering course with savings of $80. He earned most of his way, but the Davis Plan financed him to the extent of $88 for the second semester.

He earned $179 during his first month of vacation work. Having lacked the amusements of youth up until then, he spent much of this money as fast as it was earned, making no payment on his loan. At this juncture the director brought home to him the wisdom of frugality for the sake of his future. After that summer he gave his sponsor no further cause of concern. Securing work near the orphanage, where he might visit his brothers and sisters, he finished that summer's employment by paying the full amount of his loan. Another loan of $105 for the third and fourth semesters was then arranged to supplement the earnings of his college job. He liked his employment so well with the Milwaukee and North Shore Railway at $130 a month, in Wisconsin, that he hesitated to return to college for the two semesters requisite for a diploma in the Trades and Industries Section.

At twenty-one, this boy had already assisted one sister through a year's nursing course and one premium on her $500 insurance policy, and assumed the guardianship of a sixteen-year-old sister whose expenses he would carry in her school course. He had paid his college loan in full, and $300 in premiums on a $5,000 life insurance policy carried for the protection of his brother and sisters.

Before he considers a student Mr. Davis asks him these preliminary questions:—

(a) Why and how are you deserving of loan privileges from a business standpoint?
(b) From whom have you borrowed money previously, and in what way was this experience either disappointing or satisfactory?
(c) How are your family's finances limited? Have they been radically changed recently?
(d) In what way have you shown resourcefulness or initiative with regard to earning, saving, or using money?
(e) What course do you plan to pursue?
(f) What is your hobby? In other words, what use do you make of your spare time?
(g) Are you thorough in all you do, finishing what you begin?

In his statement of eligibility he declares that he expects of all students a full measure of cooperation, that they will eliminate all harmful and extravagant indulgences, and concentrate all financial, physical and mental forces to the accomplishment of the one purpose—education. Unless an applicant can cheerfully submit to the guidance of the director, he must make place for those who will fit into the plan.

Also let it be understood before starting under the Davis Plan, that all earnings or income, from whatever source, shall be accounted for in the regular statements as requested by the director, and shall be applied toward the payment of the loan before any further investment or purchase is made, and before entering into matrimony or any other venture requiring any considerable expenditure of money.

"It is to be desired wherever practicable that the student be proved before investing too heavily in him," Mr. Davis states. "The prime intention is to aid young people who are about halfway through a chosen course, or boys entering upon a short term of training, who have opportunity to earn living expenses while pursuing their studies. Wherever possible, the student reduces his loan by earnings while in school and during vacations."

Basic to the Davis Plan is the supervision of budgets, the requirement of interim employment and repayment between terms of study, and life insurance as collateral.

His student's accounts show typically a series of one term loans, each one repaid or partly repaid, before another is issued. A student pays off $292 of his loan from his summer's earnings, leaving $35 balance and only three months left before graduation.

Another boy stays out of college fifteen months before his last year and pays one-third from his earnings in a factory, at $30 a week. "Returning to graduate at twenty-two, his experience in repaying $410 plus two insurance premiums in the interval between junior and senior years, will be invaluable, and his new position at $36 per week

with a large radio corporation in Pennsylvania, where he will be first assistant to a superintendent with 500 men in his department, will enable him to liquidate his debt in record time," declares his sponsor.

This student evidently feels the same way about it. In a letter to Mr. Davis he says:—

"I first looked upon the Davis Plan as a means of borrowing money to continue my college course; but I soon learned its many advantages. You taught me how to keep an expense account of which I knew nothing, and showed me how to analyze expenditures and eliminate unnecessary items. You had me take out life insurance at an age when premiums were low. You have never disappointed me at any time when I came to you for advice. It will be my duty and pleasure to repay the loans as soon as possible, that another may take my place. In that way I shall graduate from the Plan, but I hope always to feel the influence of its directors."

"Interim employment tests out a student's ability," Mr. Davis says. If a student fails to meet the test, he is not financed any further.

"Some students are automatically weeded out," the director explains, "if they do not encourage success. For instance, a student who would not likely achieve success in his work in journalism might be honorable, but had limited ability outside of study and industry. He might not be aggressive enough in securing a position and might not have personality to hold it, outside of faithful plodding. He would not be able to achieve according to the Davis Plan, so he made room for another student in the waiting line. He was loaned the money on the distinct understanding that it was to be repaid within the year. He repaid by borrowing from a lodge which exerted no supervision over him. If he had not borrowed elsewhere, he would have been employed. Employment was what he needed. His earning capacity was not appreciably enhanced by a college degree. He needed business experience and contact with his fellows."

Mr. Davis has in mind other things than safeguarding loans. To a student completing his payments he writes:—

"To me it has never been worth while to live beyond your means. You will always find people who can afford more than you. It is more commendable to live within your income than to ape someone who can afford more. Until a loan is fully repaid, all earnings should be handled as rightfully belonging to the lender. Your business transactions with me will parallel what you may expect in the business world, except that my terms are more liberal than you could secure, for instance, at a bank, which would require a surety that I have never permitted any student to have."

He sums up his philosophy of helping students to help themselves. "Instead of seeking superfluous financial aid, a student should seek first to make the most of himself and of every resource at his command. In only this way can he know the full value of time and money, of human intelligence and energy. First, character; second, industry and thrift; third, attractive personality; this combination and a very little money will break down seemingly unsurmountable barriers to opportunity, opened through education and ultimate success.

No longer does mere attendance at college insure a man of a position. The value of a man's services is being measured more and more on the basis of his ability and personality, and less merely because of his superior opportunity. A college degree implies ability to "think straight and in advance of the majority"; but the burden of proof rests with a college trained man to prove this true in his individual case.

## Love Unrequited

By MARION G. GODDETTE

"Be there for once and all
Severed great minds from small."
—Robert Browning, Rabbi Ben Ezra.

A little weed grew at the foot of a rose,
And they both breathed the soft summer air.
The little weed sighed as it looked at the rose,
The rose was so tall and so fair.
At last the little weed tremblingly spoke
And told of its love to the rose.
But the rose did not hear,
For the language of weeds
Is a language a weed only knows:
So the little weed wept,
Washed the fair rose's feet,
And the rose was refreshed for the night.
The songs of the morning bird opened her eyes,
And she lifted her head to the light.
And taller she grew, and her great leaves spread wide,
Till they shut out the light and the air.
And the little weed died at the foot of the rose,
And the rose never knew it was there.

—Boston Transcript.

# Gardens in Nature Education

By DAVID A. WARD
Superintendent, Chester, Pennsylvania

NATURE education is one of the broadest fields of educational endeavor. In its general sense, nature education includes the natural sciences as well as the elementary forms of instruction, commonly known as nature study. In our common conception of nature education we eliminate such specialized branches of knowledge as botany, zoology, agriculture, physics, chemistry, geology and astronomy, and restrict our attention to the more superficial examination of nature in its broad sense. Of course, any study of nature involves some of the body of knowledge belonging to one or more of these sciences. A well-arranged course of nature education, therefore, may serve as an introduction to the natural sciences. It is not, however, the scientific knowledge to be gained that gives to nature education its value. Nature, as music or art, to be of value, must be appreciated. It is of no consequence to know the names of trees, flowers, birds, insects, rocks and soils, unless that knowledge contributes in some way to the fuller realization of life by the individual. The mechanical memorizing and recitation of the common facts of nature are uninteresting and burdensome unless learned in contact with nature itself.

In order that nature lore be taught effectively from the standpoint of appreciation, it is necessary that facilities be provided for bringing pupils regularly into contact with nature. Among the facilities in the scheme of nature education, the garden holds first place. It is a laboratory for experimentation and observation, and study of one of the most common phases of nature education, namely plant life.

There are many advantages of the garden as an aid to the study of nature that cannot be had if the instructor must depend alone upon uncultivated plant life for instruction material. In the first place, the feeling of ownership, which goes with the garden, creates and intensifies the interest in the study of plants. The school or the class as a group may own a garden, or the individual child may own a section of the school garden. In any case there is a pride of ownership that adds interest, which the study of the plant in its native environment does not inspire. Ownership is one of the most compelling forces in sustaining interest. Just as the customer studies the market with reference to the stock, in which he owns shares, the child will study the garden or the part of it which he can claim as his own. From the standpoint of interest alone, the garden is a worthwhile part of the nature study equipment.

A second advantage of the garden in nature study is its convenience for illustration and class instruction. The garden, if planted near the school or in miniature form in the schoolroom, is always at hand for use without the formality of a field trip.

Aside from the creation of interest and its convenience for instruction, there is a third advantage the garden holds, and that is the opportunity it affords for continuous observation of the growing process. The child can visit his garden every day and observe the development of his plants. The teacher can explain plant growth. The child will receive a clearer idea of the growing processes and besides will have the inspiration and joy of observing one of nature's mysteries. Through the agency of the garden, conveniently located, the growing process can be better taught, and the plant relationship to the child will be more keenly appreciated.

Beautification of environment is another important function of the garden. The fundamentals of landscaping may very well be taught through the medium of the garden. There are unusual possibilities for the training of children in the appropriate arrangement of flowers and shrubbery. The school grounds may be used and the children instructed in the care of gardens. If a portion of the school ground is set apart for flowers and shrubbery, and placed in the care of the pupils, under supervision, it becomes not only a means for studying landscaping, but a source of pride in the beauty of the school that teaches respect for property and appreciation of beauty.

There is a practical aspect to the school garden also. Actual work in the garden produces a familiarity with a phase of nature that mere observation will not afford. As an exploratory course, the garden offers the opportunity for the child with talent for agriculture, forestry, or some other of the nature fields, to discover his bent. There are, therefore, possibilities of an industrial value in the school garden. While it may not lead directly to an occupation in the field of nature, it will provide for the discovery of interests which later may lead to life occupations.

For recreation the garden provides a form of activity which is both healthful and promotive of nature interest. The recreational value of a period of work in the garden is probably as great as that of a field trip for the study of wild nature, and besides, the child has the inspiration that results from useful work.

Thrift education is regarded as one of the important phases of educational activity. There are many lessons in thrift in the school garden—

the conservation of space in planning the garden, conservation of cost in preparing and planting the garden, and in harvesting the products, budgeting and utilizing time are examples of thrift lessons that may be had through the medium of the garden. The teacher who is alert will find many opportunities for instilling into the children lessons of thrift and conservation that will aid in the formation of character and life habits.

The exaltation of feeling that comes from achievement is another fundamental element in the development of the child. This the garden affords. There is no more wholesome result of work than the consciousness of having achieved something worthwhile. The child, when he views the growing garden and when he harvests the products of his labor, is elevated to a higher plane of self-consciousness in beholding the accomplishment for which he is responsible. In this there is a distinct educational value and a contribution to his love and appreciation of nature.

There is a strong moral or spiritual value in the growing of plants. First-hand contact with nature tends to broaden the child's life, to give zest and interest and develop a wholesome moral attitude. The garden furnishes a convenient means for giving the child this contact. The element of ownership gives to it a strong appeal to the child. The emotional life, on which character so largely depends, has a most wholesome development through the influence of the garden. There are, without doubt, unlimited opportunities for instilling into the children of America, through the school garden, a love of nature that will be a strong factor in the development of higher standards of character. There is no more vital force in our lives for the development of character, than frequent contacts with nature. It is the function of the school garden to provide this contact. It is, therefore, as a laboratory, of prime importance in the general field of nature education.

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# Psychology of the Crippled Child

By PROFESSOR CHARLES M. ELLIOT

Michigan State Normal College

THE psychology of the handicapped person can be understood only when considered in relation to the psychology of those with whom he comes into contact. His mental attitude toward his defect is determined to a large extent by the way in which others look upon the defect.

The normal human being has a natural aversion to the contemplation of human defect, either physical or mental. He usually expresses this aversion either by avoiding the defective or by excessive sympathy for him.

This feeling of aversion is probably based in man's appreciation of the beautiful or the ugly. It is an aesthetic feeling. One regards a thing as beautiful primarily because it is useful. That which performs most perfectly the function for which it was intended is beautiful and we are attracted to it. That which does not function well is ugly and we are repelled from it. These feelings undoubtedly determine our attitude toward human perfection or imperfection.

Since this feeling of aversion to the imperfect is a universal human trait the handicapped person is made aware of it wherever he goes. How natural then that he should react toward his defect with still more intense feeling! The normal person suffers only when coming into contact with the defect and that only vicariously, while the defective must bear the real burden continually.

In the case of the cripple the situation is peculiarly acute. His defect is of such a nature that it cannot well be hidden. It thrusts itself upon the attention of every passerby. He is never allowed, for long, to forget that he is not like others. This is what hurts, for after all it is one's relations to one's fellows that counts.

If we are to understand the psychology of the crippled child we must study him as a person rather than as an individual. "The person is an individual who has status. We come into the world as individuals. We acquire status and become persons. Status means position in society. The individual inevitably has some status in every social group to which he belongs. In a given group the status of every member is determined by his relation to every other member in that group" (Burgess).

It is the inability to acquire, or the loss of, this status that develops peculiar mental attitudes in the crippled child. Aside from actual bodily pain, the cripple is little concerned with his defect except in so far as it affects his status.

If we would help the cripple then we must help him to acquire and maintain a satisfactory social status. Obviously to do this we must begin with our own psychology. We must school ourselves to forget his handicap if we would have him do so. The way to do this to search out his abilities and keep our own minds as well as his centred upon them. Only in this way can his disabilities be forgotten.

## School Tax League

By A. E. WINSHIP

ON THE opposite page is a copy of a circular widely distributed in a city of more than a quarter of a million people in a school board election in 1929.

This is a sample of what the friends of education are liable to face in many cities.

There were four districts in which there was a campaign to "Save a million dollars." In three vote was 28,157 to 7,556; 28,051 to 7,718; and 18,660 to 4,947, and in the other it was 24,656 to 12,525.

It is clear that the "School Tax League" had no alarming influence, for there is always a "want-a-change" fifth of the voters to be counted on for opposition to the man on the job. That city has frequently had real hectic campaigns when there was no economy issue.

In one district the vote was 24,656 to 12,525, and it is entirely clear that there was a personal element which gave only a two-to-one verdict. The indications are that the "Save-a-million-dollars" really re-elected the member of the school board.

There is not the slightest fear that such a School Tax League campaign that comes out in the open will be a menace to any city, but it is equally evident that in many cities there is to be found a well financed and skilfully managed organization ready to take advantage of any disaffection such as is liable to develop anywhere.

No administration can take any chance of appearing to defy any faction that thinks it has just grievance.

It will not be safe for the present to allow the public to think that the administration is domineering in its attitude. It is especially important that there be no lack of harmony in the system.

There must be caution all along the line, for there will be a "School Tax League," by whatever name, ready to promote any disaffection.

### PUBLIC SCHOOL COSTS

There is no question but public schools are to require greatly increased budgets. It is equally evident that every phase of administration, local and national, is to increase enormously.

The crisis has been delayed by the increase in taxable incomes and real estate values, but when this increase halts there may be an administrative panic.

It is entirely easy to demonstrate that in the end all public school expenditure is justifiable. It is equally easy to demonstrate that public schools prevent some increase in the cost of courts, almshouses and allowances to the poor. It is also easy to demonstrate that modern school buildings if wisely placed in outlying districts increase taxes sufficiently to meet much of the cost of buildings, but if there is a crisis due to any cause there will be an alarming reaction. It is of the utmost importance that all school people should impress the public with a willingness and genuine desire to eliminate all possible expense that is not absolutely necessary.

For instance, Superintendent J. W. Studebaker, Des Moines, has standardized the equipment of school buildings so as to reduce the cost by mass production. In the laboratory and all closets, the drawers for the same service are all standardized, shelving, doors and windows of closets, glass for all windows in the building and various other things are standardized so that he can have each separate factor bid upon by the manufacturers of that product, and can order enough for all buildings that are expected to be built. This is an enormous saving.

There should be a budget survey of the cost of school buildings by some authority that would be at liberty to ignore all local claims to contracts.

It is greatest need of public education and of every one interested therein to squeeze out everything that is needless in school affairs.

There has been discovered recently that a city school board had had no audit of its books for five years, and as a result several thousand dollars of public money had been misused without any liability of its being discovered.

Rigid economy and strict honesty are indispensable. There must be nothing to fear from a "Sanctified Squander" campaign.

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## Edison Test

ONE of the events of the summer was the examination of forty-nine state candidates to be educated to succeed Thomas A. Edison as an inventor.

The most interesting feature of this unique affair was the fact that Henry Ford and Colonel Lindbergh were on the board of judges to award the prize.

The chief educational value of the campaign was the prominence given the choice of state candidates. This was taken seriously in most of the states, and apparently these examinations were more important than the examination of the forty-nine.

Every one of the forty-nine is entitled to high scholastic rate. The group has organized as a permanent association of Edison candidates.

Wilbur B. Huston, of the State of Washington, selected as the best of the forty-nine, selects the Massachusetts Institute of Technology as his preference for preparation for a life of industrial responsibility, won popular favor as distinctly as has Colonel Lindbergh, by his delicious modesty. He said publicly that he has no ambition to succeed Thomas A. Edison, who will have no successor.

# CLEAN OUT

# Board of Education

# Elect 4 New School Directors

## REMOVE THE EXTRAVAGANT AND TEACHERS' CONTROLLED INCUMBENTS

# Board of Education

***Save the Taxpayers More Than One Million Dollars a Year***

| | |
|---|---|
| **Cut 1,500 Teachers' Salaries $500 Each** | **$750,000** |
| **Cut 60 Principals' Salaries $1,000 Each** | **60,000** |
| **Cut Out Evening School** | **90,000** |
| **Cut Out Supervisors and Directors** | **60,000** |
| **Do Away With Vice-Principals and Clerks** | **120,000** |
| **Discontinue Sick Benefits for Teachers, Janitors and Clerks** | **40,000** |

Why should Teachers, Janitors and Clerks be paid a monthly salary for 12 months? Pay them by the day, as any good mechanic.

Why give Principals and Teachers 2 months' vacation with pay? Run the schools 12 months and pay by the day.

Why hire **married women teachers?**

Retire all Principals and Teachers over 60 and give the young teachers a chance.

Do away with School Libraries and use the Branch Libraries.

Do away with Cafeterias in schools. Help the corner store.

Have less music, fancy drawing, sewing, etc. Give us more reading, writing and arthmetic.

Why let the P.-T. A. run our schools ?

# Elect Four New School Directors

—School Tax League

# Are Children Apes?

By ARTHUR DEAN

No, gentle reader, this question has nothing to do with evolution or fundamentalism and there may be little cause for you to stand in front of the monkey cage and say: "That creature has more sense than my child."

But, nevertheless, Professor W. E. Blatz, of University of Toronto, has found as a result of tests upon chimpanzees and on pre-school children that children of the same maturity as the apes react similarly to the tests.

It seems that a German professor — Dr. Kohler — put a chimpanzee in a cage with bananas and oranges just out of reach outside of the cage and a stick inside of the cage. The animal stretched his arm and strained his body to no avail. He pulled at the bars. He scratched his head. He chattered and said naughty words. Finally it dawned upon him that the stick had a purpose in his young life.

A banana was hung out of reach. A number of blocks were put in the cage. The banana looked good to Mr. Chimpanzee. He smacked his lips. Perhaps, because in the past he had many spectators, he swore. Then he stepped accidentally on a block. Ah! He was near the banana. Then two blocks were piled and the banana was within three inches. Then three blocks and there was one less banana and one more happy chimpanzee.

The Kohler ape test is being used at Columbia University to note the behavioristic problem showing capacity of the pre-school child when exposed to problem situations. One test consists of placing the subject in a pen with an object left outside just beyond the child's reach. The problem for the immature child was to notice a yard-stick in the cage with which he can manipulate the object desired. Another test was to extend attractive toys — balloons, dolls and the like — just outside of the child's reach. A further test was to see if the child knew enough to use blocks to get things beyond its reach.

Some infants seemed to develop an "excitability complex" and in their haste let excellent "clues" go unheeded. Others revealed a complete lack of observation and on this score Columbia University reports that "the chimpanzee, on the whole, has as strong a tendency toward exploration as has the child, but at times it, too, would 'look without seeing.'"

"Looking without seeing." How many times the boss has thought that about his office boy! How many mothers have said: "Can't you see it? You are looking right at it. No, not there. There! No, NO. There — THERE!"

If we want our children to reach the bananas and oranges of life we must teach them patiently and insistently to use yard-sticks and blocks as physical aids to their mental activity.

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# EDUCATION IN ACTION

## Sees Rapid Growth In Home Education

Within the last few years the field of interest in home economics education has broadened and its objectives have become more far-reaching, says Alice Rebecca Wallin in an article in Practical Home Economics. "One of the phases of education which is arousing the most intelligent interest is that connected with preparation for motherhood," the writer says. "While there has been for many years a definite plan of preparation for homemaking along certain restricted lines, there has been, until comparatively recently, very inadequate preparations for the duties involved in parenthood. We, in Highland Park, Mich., have found that a course in child care with a nursery school laboratory is a valuable part of the training for future responsibilities as homemakers. This course is required of all girls before graduation, and is restricted, except in a few special cases, to the 12B and 11A students. The attitude of the students themselves toward the course is very interesting. Their approach is varied, depending on whether or not they have any contacts with little children to serve as a background."

## Teachers Lament Useless Training

The teachers being turned out by our present-day normal schools are themselves woefully uneducated, it is charged in answers received to a questionnaire circulated among 200 teachers and superintendents of progressive schools by Professor Frederick G. Bonser of Teachers' College, Columbia University. Although our children are getting much schooling, Professor Bonser concludes, most of them are missing an education. The major shortcomings, as noted in detailed reports from superintendents, are a failure to apply theory to practice, unfamiliarity with world events and important books of the day; lack of stimulus toward broad current thinking; lack of modern psychological background; lack of essential academic training and insufficient practical experience in preliminary training. Too many teachers are teaching the curriculum, but not the children.

## Children in Test Study of Classics

Confucius, Homer, Plato, Juvenal and Hammurabi are all on the literary diet prescribed for fourteen-year-old children in an experimental course for the past three years at the Lincoln Experimental School of Columbia University by Professor Benjamin Stolper. The purpose of the experiment is to learn the possibility of instilling a sincere taste for good literature during childhood, and at the same time to note the spontaneous reactions of children to world classics before their freshness of opinion has had time to be spoiled by the influence of the traditional, conventional judgments. Professor Stolper is now studying more than 100,000 words of comment made by the children during classroom discussions of the assigned readings. Two stenographers attended every meeting of the three groups who took the one-year course and recorded every word they uttered. From this stenographic record Professor Stolper expects to be able to see the success of his experiment. He believes a good deal of debunking of present literary heroes may result from a consideration of the fresh, unconventional judgments of children. An important point on which he will be able to obtain illumination is whether some of the prescribed authors are over the head of the fourteen-year-olds.

## Opens Five Schools For Foreign Students

With the opening of courses for foreigners in Italian language, history, archeology and history of art in Rome, Italy has three summer educational centres in operation for the benefit of visitors from abroad, especially Americans. The University of Perugia, now in its fourth year of summer courses, and the Summer Medical School at Varese, near Milan, began their sessions July 1. Two more important centres for overseas students have opened at Florence and Siena. This is the fruition of the educational propaganda policy instituted by Senator Fedele while he was Minister of Public Instruction and the Fine Arts, and carried on by his successor, Deputy Giuseppe Delluzzo.

## Girls in India Need Schools

In a speech surveying the progress of girls' education in the Punjab, India, on the occasion of the prize distribution of the Lady Irwin Girls' High School at Simla, Sir Geoffrey de Montmorency, the Governor, referred regretfully to a well-known feature in Indian society, the reluctance to give sound education to girls, and pointed out the danger of its not keeping pace with the education given boys. Within the last few years, in the Punjab, the number of male scholars doubled, so that it now totals more than a million. Sir Geoffrey criticised the public apathy and referred to the niggardly, ungenerous treatment meted out to girls' schools by the local bodies.

## School Travel In Scandinavia

"School travels"—that is, travels undertaken during the holidays by whole schools or classes under the leadership of their masters, have become exteremely popular in Denmark. The movement is growing by leaps and bounds, and, although a few teachers have, on their own initiative, arranged and undertaken such travels for several years, it is the "Norden Society," an inter-Scandinavian Society, which is specially active in this connection. One of the objects is to give Danish school children an opportunity of becoming acquainted with other northern countries and vice versa. In order to facilitate these travels school boys' hostelries have been opened in Denmark, Sweden, Norway and Finland; and the number is being constantly increased. The children revel in these travels and write articles about them in different suitable organs, illustrated with snapshots.

## Teachers in Favor Of Quiet School

The ideal school building is the subject of a manifesto recently issued by the National Union of Women Teachers in London. The attention of local educational authorities is called to the points which are considered essential in a school building if the work of training children is to be performed in the best surroundings. The great blessing that an architect can bestow on any school, says the memorandum, is the gift of silence. All extraneous noises are a source of distraction and strain. For this reason the site should be as far removed as possible from the main thoroughfares, tramways, railways, and noisy works. Where noise can be avoided, it is possible to arrange the building so that the classrooms are removed from the source of noise, and cloakrooms and practical workrooms are on the noisy side. Further, in any area where land is available the site should be large enough to provide playing fields adjoining the school buildings.

## Americas to Join In History Study

All the republics of Central and South America will take part in the Third International Spanish-American Historic and Geographic Congress, which meets in Seville, May, 1930. Studies will be made of pre-Colombian history, the discovery and conquest of America, colonization, and Spanish-American geography. The famous Royal Historic Academy of Madrid will publish a special edition of the "Laws of the Indies," showing that the ancient royal edicts tended to protect the Indians found by Spanish conquistadores in the New World, rather than enslave and destroy them. As proof of this the academy reproduces a law approved by King Phillip II setting six hours as the daily working day for Indians.

## Chicago Adults Get Schooling Desired

An opportunity for the busy adult to go to school in his own neighborhood where he may "invest as much in education as in recreation" is offered by the Adult Education Council of Chicago in its new program of adult education. Wherever in the city or suburbs a sufficient group of men or women requests a certain course, there it will be given. Harmony in domestic money matters, parent-child financial relationships, how to use a bank, problems in local government, industrial problems and proposed solutions are some of the questions to be discussed in the various courses listed by the council. A two-hour lecture-discussion period in which one hour is given to a lecture by an expert and one hour to questions and discussion by the group comprises these concentrated educational opportunities. The Adult Education Council is the result of a recent amalgamation of the Chicago Forum Council and the Adult Education Association of Chicago. Both were working so nearly along the same lines that it was thought advisable to combine their efforts.

## High School Returns White House 'Possum

The White House possum, Billy, has been returned to its cage in the south grounds after having been loaned to the Hyattsville, Md., High School for a mascot. It gave the athletes of that school good luck, and its managers wrote to the President wishing him luck in his administration. The schoolboys also asked that Billy might be loaned to them next season and to this President Hoover replies: "I am glad to have your formal report on the efficiency of Billy Opposum—it will be incorporated into his service record. Precautions will be taken to maintain his health and spirits for the further needs of the Prince George's County high school teams."

## Harvard Offers Pension Aid

The 162 officers of professional rank in Harvard University whose pensions from the Carnegie Foundation were recently reduced and twenty-four other officers of similar rank who are entitled to pensions are offered the chance to benefit by the new plan just voted by the Harvard Corporation for annuities on retirement. The vote of the corporation is in line with the Harvard pension system already in operation, but it contains the additional provision for the widow of a professor of one-half the annuity paid to him during his life. The plan is optional. It will be effective on September 1 of this year. One provision of the Harvard plan is that each participant shall pay each year a sum equal to five per cent. of salary voted to him and the corporation will place in the retiring fund to his credit a like amount. This means a sum equal to ten per cent. of the officer's salary will be paid into the sinking fund for him each year.

## U. S. Educators Aid Tolerance

Toleration, sweeping aside racial and religious prejudice, is the greatest contribution of the American educational institutions in the Near East, the Rev. Raymond C. Knox, chaplain of Columbia University, asserted on his return from Asia Minor, where he has been studying religious and economic conditions. "Through the efforts of these schools," he said, "Catholics, Protestants, Jews, Moslems, Druzes and Bahais are living and working together in tolerant and understanding unity. A cross section of a single university, the University of Beirut, for example, shows Syrians, Palestinians, Armenians, Mesopotamians, Egyptians, Persians, Greeks, Abyssinians, Arabians, Transjordanites, Budanese, Turkish, British, French, Russians, Germans, Hungarians, Albanians, Swedes and North and South Americans working side by side. They study the arts, sciences, pharmacy, dentistry, medicine and nursing, in addition to many other subjects. This may not seem so unusual to Americans, accustomed in our own country to peaceful binding together of many races, but in the Near East it is miraculous."

## Students Force Language Change

A three-day blockade of a restaurant in Teshin, Poland, during which the tables were kept constantly filled with students who ordered only water, resulted in the proprietor's changing the wording of his sign from German to Polish. The students of the Agriculture Academy of Teshin tried by pacific means to get the restaurant keeper to change the sign from "Unter Dem Hirschen." When the owner refused, the students started their siege. In the evening when the owner refused to turn on the lights, they drew candles from their pockets. After three days the sign was changed to "Pod Jeleniem," and the students all ordered big dinners the next day.

## Ipswich Grammar School Has 270-Year-old Land

Famous for its clams and as a summer resort, Little Neck, at Ipswich, Mass., holds another distinction believed to be unique in the annals of land grants in this country. Bequeathed to the Ipswich Grammar School nearly 270 years ago, it is still held by the same self-perpetuating board of "feoffees," who collect ground rent from the owners of the scores of summer cottages on the little peninsula at the entrance to Ipswich Bay, but who may not sell or dispose of the land in any way. Back in 1660 John Payne, the son of one of the original settlers and a public-spirited citizen much interested in the develop-


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**Sincerely yours,**
**MARY ELIZABETH O'CONNOR,**
**Supervisor of Elementary Schools.**
**Natick, Mass.**

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ment of education in Ipswich, made the following statement in his will: "I give unto the free scoole of Ipswitch the little neck of land known by the name of Jeferys neck. The which is to bee and remaine to the benifitt of the said scoole of Ipswitch forever, and therefore the sayd land not to be sould nor wasted." The income from this grant, which in the early days made the Ipswich "free scoole" foremost among the grammar schools of New England, amounts to about $5,000 a year, and is administered by the "feoffees" to the Manning High School, "direct descendant" of the old free school.

### English Language Now in First Place

English now holds first place in the languages spoken throughout the world, according to a study of the growth and decline of languages in the past century, in Neue Zuricher Zeitung, published in Zurich. It is declared that a hundred years ago English was the tongue of only about 20,000,000 persons, while today it is spoken by 160,000,000 persons throughout the world, and 60,000,000 other persons understand and use it. French is understood by 75,000,000 foreigners, and, as a mother tongue, has increased in the number of users from 32,400,000 to 45,000,000 in a century. One hundred years ago 32,000,000 persons spoke German; today between 80,000,000 and 90,000,000 use it and 20,000,000 understand it.

### Schooling Costs $1,800 Each Pupil

If the Boston public schools were private institutions which were willing to operate without a profit, the yearly tuition would be $150 for each child. To educate each boy and girl if he takes advantage of high school as well as the elementary education, the taxpayers expend approximately $1,800 on each child from the time he or she enters the primary school until the high diploma is awarded. Each boy and girl uses or "chews up" about eight pencils a season. They wear out individually twelve pens and one penholder. The taxpayers expend on each child yearly for consumable supplies such as paper, pens, pencils and other miscellaneous articles $10.53. Alexander M. Sullivan, business manager for the School Committee, declares that schools are being furnished with soap and towels and that within two years all schools will have these accessories. There will be a little more than 132,000 children in the schools this fall. They will use up in consumable supplies from September to June $1,500,000.

## TREND OF THE TIMES

TRADITION OF LAWLESSNESS, going back to Colonial depredations like the Boston Tea Party, is the fundamental factor behind American disregard for the law, Professor William C. Bagley of Teachers' College recently stated. "Since that time," he said, "we have gone on protesting against laws which we ourselves have made. We cannot blame prohibition. We had a larger percentage of crime than any other country long before prohibition."

ONLY THE WHITE HOUSE, among all the Government agencies, reduced running expenses during the fiscal year which ended June 30. While the total expenditures of the Government amounted to $2,106,503,130, an increase of $153,176,089 over the previous year, the White House expenditures totaled $487,250, a decrease of $102,247. The legislative expenses of Congress were increased by $1,143,815.

SOMETHING to be accomplished for the benefit of the farmers in connection with this year's crops, is the hope expressed by Chairman Legge of the Federal Farm Board, which is now fully organized to carry out the provisions of the Farm Relief Bill, with $150,000,000 available for that purpose immediately, and $350,000,000 more authorized by Congress. Much of the initial work of the Board will be in giving aid to form co-operatives.

THE FACTORY BOSS has been re-established in Soviet Russia, just as the authority of the officer has been introduced into the Red Army, in the interest of efficiency and discipline, with the difference that, while the army officer came back several years ago, the boss only received his increased power within the last few months. This situation is apparent from an examination of the details of the latest ukases issued by the Soviet Government.

ADVICES received by the Department of Commerce from all sections of Europe indicate that American genius and capital are participating in an unprecedented manner in the economic revival that is taking hold of industries of that part of the world. Direct operations in Europe alone by Americans are increasing, as one official terms it, "by leaps and bounds," and are represented already by outlays of money aggregating conservatively $2,500,000,000, not inclusive of "foreign private loans," which for Europe amount to about $4,000,000,000 and for the world about $14,000,000,000.

COMMUNITY ADVERTISING in the newspapers of the United States attained the estimated total of more than $2,000,000 during 1928, it is reported in the monthly bulletin of the American Newspaper Association's bureau of advertising. Los Angeles topped the list with $219,000. Next in order came Miami, Fla., $90,000; San Francisco, $87,000; Oklahoma City, $82,000; Atlantic City, $65,000.

THE MAN IN SEVERE PAIN who twists up his face, throws back his head, clenches his hands and draws up his legs, is automatically fighting the pain, using methods taught him by Mother Nature without his knowledge, according to Dr. G. Dumas, a French physiologist. His fight is not ineffective, for these muscular contractions have an anesthetic effect and in themselves reduce appreciably the amount of his sufferings.

YOUNG ENGLAND wants to stay at home. They have no hankering to venture to their country's oversea dominions. Not even if wages are low at home and work so scarce that a job seems as rare as an inheritance. Such is the conclusion reluctantly voiced by authorities trying to solve the unemployment problem by persuading young Englishmen to emigrate. Parents of young men and women are blamed for part of this lack of interest in an overseas career.

AMERICAN TAXPAYERS, in the fiscal year that ended on June 30, paid to the government $2,937,660,313. The collections fall into two main categories. First are the payments under the Federal income tax law, aggregating $2,331,109,826. The second group of taxes is classed as miscellaneous. This includes taxes on amusements, foreign yachts, tobacco, spirits, documentary stamps, revolvers, automobiles, estates and others.

CAPITAL has a conscience as indicated in a review of the philanthropic assistance given by the Rockefeller Foundation during 1928. During that time the Foundation disbursed $21,690,738 to further the advance of medical science. Fifteen countries shared with the United States the benefits of this tremendous sum. China alone received $12,000,000.

# The BOOK TABLE

STRAYER - UPTON JUNIOR MATHEMATICS. Book Two. By George Drayton Strayer and Clifford Brewster Upton, both of Teachers' College, Columbia University. Cloth. 282 pages. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

The junior high school is the latest achievement in adapting education to modern conditions, and this adaptation can only be obtained through entirely new textbooks created to achieve this adaptation.

The junior high school gives a new dignity to the three classes that it brings together in the new creation, and this affects all studies. It makes arithmetic mathematics. Strayer and Upton grasp the situation firmly and meet this aspiration for mathematical thinking heroically. The students realize that they are not marking time in arithmetic. They know that they have arrived in mathematics.

They go to the bat in real thinking. They are facing a pitcher of problems who means business. It is exhilarating.

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MASTERY SPELLER. Junior High School Grades VII-IX. By James H. Smith, superintendent, Aurora, Illinois, and William C. Bagley, Teachers College. Cloth. 232 pages. Boston, New York, Chicago, Atlanta, San Francisco, Dallas: D. C. Heath and Company.

It is a vital truth that it is unsafe to allow any student to complete the three junior high school grades till every conceivable effort has been made to establish ways and means to help the most dormant word mind to be alive to the need and possibility of being sufficiently interested in words to know when a word is not correctly written. This "Mastery Speller" uses every device of a century and invents several timely devices like the craze for crossword puzzles. If a student can escape the allurements of this "Mastery Speller" he is hopeless, but we cannot conceive of one who has reached the junior high school who can be indifferent to the variety of appeals to an interest in spelling.

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COTTON AND OTHER USEFUL FIBRES. By Nellie B. Allen. Cloth. Illustrated. 368 pages. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

Miss Nellie B. Allen is a masterful genius in the art of presenting basal and incidental information about raw materials so that one of her books is equally important for geography, history, English, and arithmetic. Her pedagogical philosophy is that raw materials form the basis of our industrial life. What these raw materials are, where they are found, how they are obtained, and what people are engaged in producing and collecting them are important phases of geographical study. In such study pupils learn much about different parts of the world, the people who inhabit them, and the interdependence of nations; the climatic conditions and their effects on products and industry; cities and the manufactures for which they are noted; and the main routes of travel.

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SELF-PROVING BUSINESS ARITHMETIC. By Thomas Theodore Goff, State Teachers College, Whitewater, Wisconsin. Cloth. 645 pages. New York: The Macmillan Company.

While the author has the latest principles, methods and devices that dominate the best business teaching anywhere, as the name specifies, he has every student of business arithmetic self-prove every example and every process. The key to his achievement is to have everything done twice, and the answer is the same if the work has been correct, as it usually is, because the student knows that it is not he alone who is at fault.

It is a book of latest information on every phase of business, which makes it invaluable to every business man.

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READINGS IN EXTRA-CURRICULAR ACTIVITIES. By Joseph Roemer, University of Florida, and Charles Forrest Allen, Little Rock, Arkansas. Cloth. 844 pages. Richmond, Virginia: Johnson Publishing Company.

Here are gathered more than 130 opinions and descriptions of Extra-Curricular Activities which have been published in many ways. These are not confined to any specific style of extra-curricular activities, but take a wide range. For instance, probably the most valuable selection is that of Mrs. Alice M. Carmalt, who has been a member of the school board of Pittsburgh, Pennsylvania, for eighteen years, on "Manners and Morals," which reports the most valuable address on the subject an account of which we have read. She has kept a record for fifteen years of her observations of the behavior and apparent standards of young men and women. It is a view of extra-curricular responsibilities which has high significance.

There are more than one hundred persons quoted. Some are quoted twice. Thomas H. Briggs is quoted five times and E. K. Fretwell four times. These are the high priests in extra-curricular promotion.

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THE NEW SPIRIT: A DREAM. By John F. Volkert, of Orlando, Florida. Cloth. 27 Beach Street, Boston, Mass.: Meador Publishing Company.

This is an interesting and inspiring dream full of action, vital history in which the Indians, the French and the English play their part in romance and tragedy, in business and home life, in peace and war all before June 4, 1763, when the old Fort Mackinac fell.

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No historic drama lends itself more to historic coloring than does this in which the "New Spirit" blossoms out of the ultimate triumph of peace and prosperity, the incessant warring of French and Indian until the English were victorious.

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AM I GETTING AN EDUCATION? Garden City, New York: Doubleday, Doran and Company.

This is a group of replies to the question "Am I Getting an Education?" by well known progressives, George A. Coe, John Dewey, William Lyon Phelps, Paul Porter, Frank D. Stultz, J. Stitt Wilson and Sherwood Eddy.

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PINKEY DEW AND OTHER STORIES. By Rowena Califf. Cloth. Illustrated. Milwaukee, Chicago, New York: Bruce Publishing Company.

These fifteen fairy stories, with from two to four pages, each beautifully and significantly illustrated, make an attractive series of stories each with a lesson that teaches a child some important lessons in manners and morals.

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## Books Received

"Pinkey Dew and Other Stories." By Rowena Califf. New York: The Bruce Publishing Company.

"Modern Language Notes." By H. C. Lancaster, G. Gruenbaum, W. Kurrelmeyer and Raymond D. Havens. Baltimore: The Johns Hopkins Press.

"General Method: Foundation and Application." By John P. Wynne. New York: The Century Company.

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### Talk Is Cheap

"Your wife is talking of going to France this year. Have you any objections?"

"No, certainly not. Let her talk."

### Easy to Qualify

"I would engage you at once," said the employer, "but for the fact that I require a married man."

"Well," said the applicant, "if you will kindly keep the job open for another hour, sir, I'll be glad to oblige. It is much easier than to obtain a job these days."

### Something New From Scotland

Hazel—"Can you tell me the difference between a storage battery and a Scotchman?"

Bill—"No, what is the difference?"

Hazel—"Well—you can overcharge a battery."

### A Single Trouble

"Yassar, dat car ob mine—she sho am fast, she cud trabble a mile a minute if it warn't fo' one thing."

"What's dat, brudder?"

"The distance am too long for de shortness ob de time."

### Left-Handed Sympathy

A small boy was told that he must write a nice note of sympathy to his grandmother upon the death of his grandfather. The following — much blotted and sprawling—arrived.

"Dear Grandma: What a pity about poor Grampy! Please send me some more stamps. My bicycle is broken. There's a new boy at school who's got six ties. With love, Rogers."

### Habit Still Strong

Traffic Cop (after the operation)—"What did I say while I was under the ether?"

Nurse—"You asked the surgeon to show you his operator's license."

### So That's It

"Mose, do you know what the A. D. on the cornerstone of that building stands for?"

"Yes, sah. It stands for 'All Done.'"

### A Big Temptation

A buxom woman was standing in the aisle of a street car hanging to a strap. In front of her sat a rather cantankerous looking man, apparently absorbed in a newspaper. The car stopped suddenly and she trod sharply on his foot.

He looked up over the top of his paper with anything but a happy expression.

"Madam," he said, "will you please get off my foot?"

"Put your foot where it belongs," she replied shortly.

"Don't tempt me, madam, don't tempt me," he countered.

### To Be Pitied

"Animals," says a naturalist, "don't know how lucky they are." Do a family of rabbits, for instance, realize that they are running about in a beautiful sealskin coat?

Caller—"Who's the responsible man here?"

Office Boy—"If you mean the fellow that always gets the blame, it's me."

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# JOURNAL MAIL BAG

### Testing As a Function of Teaching

Editor, Journal of Education:—

There seems to be a widespread impression that diagnostic testing and remedial teaching are a matter of using this or that publisher's patented scheme.

Now we should realize that diagnostic testing and remedial teaching are a technique which a skilful teacher can undertake for himself without necessarily using copyrighted material.

Just as every child is an individual with particular powers and capacity so should he have the best possible opportunity to make the most of himself by being placed where his individuality will have full play. Therefore if tests are used they should be used to determine the special capacities and aptitudes of the pupil.

That is, the value of any test lies in the use that is made of it.

Wherein does diagnostic testing and remedial teaching differ from other testing and teaching? This brings out the following questions:—

1. What is a test?
2. What is a standardized test?
3. What are the principles underlying a test?

A test is a measuring instrument measured by norms correctly placed along a scale. Tests register conditions of the moment.

As Thorndike says: "Whatever exists at all exists in some amount."

"Anything that exists in any amount can be measured."

"Measurement is indispensable to the growth of scientific education."

"Measurement in education is broader than educational tests."

A standardized test is a measurement which has been scientifically constructed. The questions are so arranged as to admit of only one definite answer.

The principles underlying a test are validity, reliability and objectivity.

Tests help to make the subject matter so vivid, so full of interest that it is retained in a psychologically desirable way.

Tests also help in the organizing and re-organizing of material.

A worthy use to which tests may be put is diagnosing. This field is as broad as the school itself.

Tests

I Tests rightly used emphasize the worth of learning, the desirableness of knowledge in terms of its usability.

II Tests rightly used and interpreted furnish the pupil a means by which he can rival his own best efforts.

III Tests give the pupils objective standards. That is, they help the pupils to see relative values and to appreciate the necessity for accurate and complete knowledge.

IV Tests improve teaching.

a. They furnish the teacher with a more complete knowledge of the pupil.

b. Tests increase the value of materials by giving them wider application or greater implication.

c. Tests furnish objective results of methods.

Bell Willson.

Sophie J. Mee School,
Mount Vernon,
New York.

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Editor, Journal of Education:—

In reading the June 17 Journal of Education I was very much interested in noting your reference to a pioneer course offered by Teachers College for parent-teacher work. I agree with you that this is a new and important field. Without detracting in any way from the glory of Teachers College, may I call attention to the fact that we also offer a credit course in the same work at the Normal Summer Session. I thought you might be interested in noting that even in far-away Hawaii we try to keep up to the times in such matters. For your information I am sending you a summer school announcement.

Parent-Teacher Interests. Note.—This course will be offered in two parts, each of three weeks, and each carrying one semester credit. Part I may be taken separately, but only those who have carried Part I may take Part II. In each part, registration may be for credit or non-credit. Part I is intended primarily for parent-members of local P.-T. A. organizations—both men and women—who can give only three weeks to the study.

Will C. Crawford,
Superintendent.

Department of Public Instruction,
Territory of Hawaii,
Honolulu, U. S. A.

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### Meetings To Be Held

SEPTEMBER

2-5: International Association for Commercial Education, Zurich, Switzerland; Sec. A. Latt Schanzenberg, 7, Zurich, Switzerland; Amsterdam, Holland.

5: Massachusetts State Normal School Teachers' Association; Sec. M. Grace Fickett, State Normal School, Westfield, Mass.; Bridgewater, Mass.

30-October 5: American Public Health Association, New York City; Sec. Homer N. Calvert, 370 Seventh Avenue, New York City; Minneapolis, Minn.

OCTOBER

8-11: Wyoming State Teachers Association; Sec. B. H. McIntosh, Cheyenne; Thermopolis.

17-19: Indiana State Teachers Association; Sec. Mary Harsha, Vincennes; Indianapolis.

17-19: Minnesota Education Association; Sec. C. G. Schultz, 162 W. College Avenue, St. Paul, Minnesota.

17-19: Utah Education Association; Sec. D. W. Parratt, 316 Vermont Building, Salt Lake City, Utah.

18: Indiana History Teachers Association; Sec. Minnie Lloyd, Shortridge High School, Indianapolis; Indianapolis.

20-30: Association for the Study of Negro Life and History, Washington, D. C.; Sec. S. W. Rutherford, 1538 Ninth St., N. W., Washington, D. C.; Washington, D. C.

21-24: National League of Compulsory Education Officials; Sec. J. A. Parker, 63 Pynchon Street, Springfield, Mass.; Kansas City, Missouri.

21-26: Washington Education Association; Sec. A. L. Marsh, 707 Lowman Building, Seattle; Seattle.

24-26: Rhode Island Institute of Instruction; Sec. C. W. Bosworth, Cranston High School, Auburn; Providence.

25: Connecticut State Teachers Association; Sec. S. P. Willard, Colchester; Hartford, New Haven, Bridgeport, Norwich.

25: Franklin County (Mass.) Teachers' Association, Greenfield, Mass. Mrs. Mary Dennis, secretary, Rowe, Mass.

28-30: Association of American Medical Colleges; Sec. Fred C. Zapffe, 25 E. Washington Street, Chicago, Illinois; New York City.

28-31: Southern Women's Educational Alliance; O. Latham Hatcher, 401 Grace-American Building, Richmond, Va.; New York City.

31-November 1: Illinois Vocational Home-making Teachers; Chicago. Adah Hess, Springfield, Illinois.

30-Nov. 2: Nebraska State Teachers' Association; Sec. E. M. Hosman, Lincoln, Nebraska.

31-Nov. 2: Kansas State Teachers' Association; Sec. F. L. Pinet, 315 W. 10th Street, Topeka, Kansas; Independence, Kansas City, Salina, Topeka, Wichita.

31-Nov. 2: New Mexico Educational Association; J. F. Zimmerman, University of New Mexico, Albuquerque, New Mexico; Albuquerque.

NOVEMBER

November 1 and 2: Illinois Home Economics Association; Chicago. Secretary Lillian Stevenson, University of Chicago.

6: Child Study Association of America, New York City; Sec. Hettie Harris, 54 W 74th Street, New York City; New York City.

7-9: Association of Governing Boards of State Universities and Allied Institutions; Sec. D. W. Springer, 1202 National Press Building, Washington, D. C.; Lafayette, Indiana.

7-9: Wisconsin Teachers' Association; Sec. B. E. McCormick, 716 Beaver Building, Madison; Milwaukee.

9-12: New Jersey State Teachers' Association; Sec. C. B. Dyke, Short Hills; Atlantic City.

11: New Jersey Association of Teachers of English; Sec. B. E. Riggs, High School, New Brunswick; Atlantic City.

13-16: Missouri State Teachers Association; Sec. E. M. Carter, Columbia; St. Louis.

14: National Committee for Mental Hygiene, New York City; Sec. Clifford W. Beers, 370 Seventh Avenue, New York City; New York City.

14-16: Arkansas Education Association; Sec. H. L. Lambert, Box 1986, Little Rock; Little Rock.

14-16: Association of Urban Universities; Sec. C. S. Marsh, 25 Niagara Square, Buffalo, New York; Cincinnati, Ohio.


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